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ABSTRACT

In addition to presenting statistical, fiscal, and graphic data, this report summarizing division work during fiscal 1975 is designed (1) to help educators and other interested persons to understand the various programs administered by the division; (2) to review their size and scope; (3) to comprehend the past, present, and potential impact of the educational opportunities provided through the various acts and titles, and (4) to recognize the progress made during the past five years. During fiscal 1975, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act (ESEA), and responsibility for four other federal programs. Among the major services provided by the division to local school districts and to state-operated schools eligible for funds are assistance in the planning and development of project proposals, review of project proposals received from applicants, and assistance with revision of proposals to meet state and federal guidelines. The principal means by which division staff members provide information about the various programs are through office conferences, field services, meetings, publications, and audio-visual presentations. Ten programs reviewed include: basic programs for disadvantaged youth, and migrant children; adult basic education; and, special programs for handicapped children. (Author/AM)

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Educational Opportunities

through federal assistance programs

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VD015947

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Division of Federal Assistance: An Overview

This publication, the tenth annual report of the Division of Federal Assistance in the Ohio Department of Education, summarizes division work during fiscal 1975 (July 1, 1974—June 30, 1975). In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons to:

- Understand the various programs administered by the division.
- Review the size and scope of these programs.
- Comprehend the past, present, and potential impact of the educational opportunities provided through the various acts and titles.
- Recognize the progress made during the past five years.

During fiscal 1975, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act:

- Basic Title I, designed to meet critical instructional needs of se.ected educationally disadvantagec children.
- Special Title I, designed to meet the instructional needs of children of migratory agricultural workers.
- Special Title I, designed to meet the instructional needs of handicapped children in state-operated and state-supported schools.
- Special Title I, designed to meet the instructional needs of orphaned, neglected, and delinquent children in state-operated schools.
- Title II, which provides funds for library resources and other instructional materials.
- Title V, which provides funds for strengthening leadership capabilities of the Ohio Department of Education.
- Adult Basic Education, designed for individuals sixteen or older who have less than a high-school education or its functional equivalent.

Responsibility for four other federal programs was also delegated to the division:

- Public Law 81-874, which provides funds for the maintenance and operation of schools in districts where federal activities impose a financial burden.
- Public Law 81-815, which provides funds for the construction of school facilities in districts having substantial increases in enrollment as a result of federal activities.
- Amendments to Public Laws 81-874 and 81-815, which provide funds to school districts replacing or restoring facilities destroyed or damaged as a result of a major natural disaster.
- National Defense Education Act Title III, which provides funds in selected curriculum areas for materials, equipment, and minor remodeling of laboratories and classrooms.

Division Services

Major services provided by the Division of Federal Assistance to local school districts and to state-operated schools eligible for funds are:

- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet state and federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursement of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences; (2) field services; (3) conferences and meetings; and (4) publications and audiovisual presentations.

Conferences and Meetings

During fiscal 1975, numerous conferences and meetings were sponsored by the Division of Federal Assistance. Major events included a three-day conference for Title I personnel from major city school districts; a two-day conference for Adult Basic Education directors and staff members; a three-day media conference for librarians, audiovisual specialists, and instructional leaders; and a five-day workshop for migrant teachers, aides, and recruiters.

Dissemination of Information

Guidelines for Title I and certain other federally funded programs require the state educational agency to disseminate pertinent information.

The Division of Federal Assistance distributes printed information about guidelines, application procedures, and promising educational practices. Publications for fiscal 1975 included:

Educational Opportunities Through Federal Assistance Programs. The annual report of the Division of Federal Assistance.

The Clipboard. A periodic report about programs administered by the Division of Federal Assistance.

Title I in Ohio: Ninth Annual Evaluation of Title I ESEA, Fiscal Year 1974. A statistical report.

¡Manden Sus Hijos a la Escuela! Send Your Children to School! A bilingual brochure urging migrant parents to enroll their children in one of the listed programs.

Publications prepared by the Division of Federal Assistance in previous years that were distributed on a request basis included:

Program Profiles. A handbook with profiles of federally funded programs administered by the Ohio Department of Education.

Media Selection Policy. A Title II, ESEA, brochure encouraging the development and use of a locally written media selection policy.

Title II, ESEA, and the Right to Read. A booklet outlining the nature and scope of eighteen special purpose grants.

The Director's Role. A handbook to help directors and other staff members build successful Adult Basic Education programs.

25,000 Students and Growing. An Adult Basic Education recruitment brochure incorporating a "You Can" theme.

An innovative method used to publicize one of the state's federally funded programs was a three-screen, multi-media presentation entitled *Title I–It's Working*. This presentation was shown throughout the year to numerous state, local, and national audiences.

Helen Lloyd, President, American Association of School Librarians

Margaret Lindley, President, Ohio Association of School Librarians; Ruth Ann Davies, Director of Media, North Hills School, Pittsburgh

Kenton Pattie, Educational Director, National Audiovisual Association

Conference Leaders

Martin W. Essex, State Superintendent of Public Instruction; Jack Nairus, Directing Supervisor of Title I, Cleveland

Ray Peterson, Director of Federal Liaison, Chief State School Officers

R. A. Horn, Director, Division of Federal Assistance; Lola May, Mathematics Consultant, Winnetka, Illinois

Consultants Bettye M. Caldwell, University of Arkansas, and Arthur W. Combs, University of Florida

Eidon Schultz, Senior Program Officer, Adult Basic Education, USOE Region V

James Miller, Assistant Director, Division of Federal Assistance; Nicholas Silvaroli, Consultant from Arizona State University

Texas educators Tony Salazar, Emma Forrest, and Jane Terry

Basic Programs for Disadvantaged Youth

Title I of the Elementary and Secondary Education Act is funded on the premise that localities with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. School districts receive grant awards to provide supplementary instruction for such students.

Each allocation is based on a formula dependent on the number of children aged five through seventeen residing in the district who are:

- From low-income families.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children and being educated by the district.
- In foster homes in the district.

School District Participation

Nearly all school districts in Ohio qualify for funds and, except for a few with small allocations, most participate.

Fiscal Year	Districts Participating	Percent of All Districts
1971	594	94%
1972	587	94
1973	569	95
1974	594	98
1975	596	97

Summary of Grant Awards

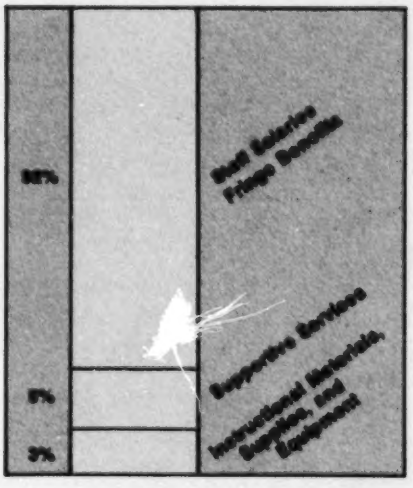
Grant awards to Ohio school districts for basic Title I programs for the last five years total 230 million dollars. The amount for fiscal 1975 was nearly five million dollars higher than for the preceding year, enabling school districts to serve nearly 8,000 more children.

Fiscal Year	Grant Award*
1971	$41,193,232
1972	41,879,821
1973	48,949,621
1974	46,624,859
1975	51,372,321

*Including Part C funds.

Expenditures by Major Categories

During 1975, ninety-two percent of all Title I expenditures went for salaries and related fringe benefits, including inservice education. Another three percent was spent for instructional materials, supplies, and equipment. The remainder was for supportive services.



Expenditures by Regular and Summer Term

Of the 596 Ohio school districts using Title I funds in fiscal 1975, eighty-eight percent provided regular term instruction only. Ten percent had Title I activities during both regular and summer terms. The remainder, mostly districts with small allocations, had summer instruction only.

Nearly all Title I money is now used during the regular term. The reason is that the children in need of compensatory services can be helped on a more concentrated basis. In fiscal 1975, ninety-five percent of all expenditures went for regular term programming.

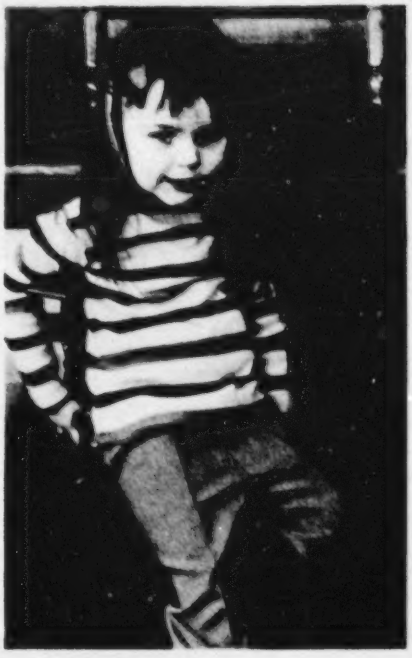
Fiscal Year	Regular Term Expenditures	Summer Term Expenditures
1971	82%	18%
1972	86	14
1973	92	8
1974	91	9
1975	95	5

Expenditures by Major Instructional Areas

For the last three years, seventy-five percent or more of all Ohio Title I money was used for reading instruction. Second in rank is preschool education, where ten percent was expended in fiscal 1975. Expenditures for all other areas of instruction have leveled off at about fourteen percent.

Fiscal Year	Reading	Preschool Education	Mathematics	Other*
1971	71%	10%	9%	10%
1972	73	12	8	7
1973	75	12	7	6
1974	75	11	9	5
1975	76	10	9	5

*Tutorial services, special education, and vocational education



Participant Selection and Enrollment Trends

After identifying its "target areas," a district surveys the educational needs of all children living in these areas. Services are then planned to help students most in need of supplemental instruction. Arrangements are included for involvement of nonpublic students residing in the qualifying areas and having educational needs similar to those of participating public school students.

Sixty percent of the children participating in Title I during fiscal 1975 were enrolled in grade three or below. Thirty-one percent were in grades four to six, four percent more than in fiscal 1974. Low percentages of participants in grade seven and above do not indicate there are no educationally disadvantaged secondary school students. Instead, it indicates that priorities have been established in line with current levels of funding.

Fiscal Year	Participants	Grade Ranges				
		PreK-K	1-3	4-6	7-9	10-12
1971	140,281	9%	47%	27%	12%	5%
1972	132,988	10	51	28	8	3
1973	123,340	10	53	28	7	2
1974	122,629	10	55	27	6	2
1975	130,361	10	50	31	6	3

Participant Expenditure Trends

Title I instruction costs less per student per week during the regular term. For this reason, the trend has been to concentrate services within the months children are already in school. In fiscal 1975, a total of 103,878 children were in regular term activities only; 10,331 were in summer term activities only; 16,152 were enrolled both terms. Note that average expenditures per regular term participant jumped $22 in 1975.

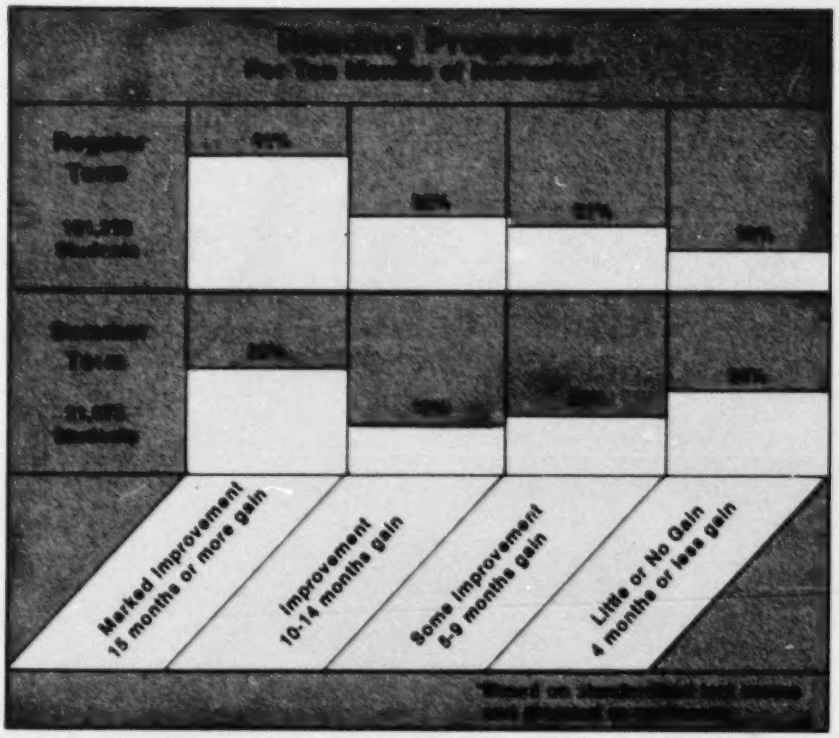
Fiscal Year	Average Participant Expenditures		
	Regular Term	Summer Term	Both Terms
1971	$304	$124	$428
1972	343	129	472
1973	376	101	477
1974	408	136	544
1975	430	111	541

Student Progress

Only children who have specific instructional needs are selected as Title I participants. Children making average or above average progress in the regular classroom do not participate. These are key Title I guidelines and should be kept in mind as information about academic progress is studied.

Statewide, 101,369 students were in Title I reading during the regular 1974-75 school term. Of these, eighty-four percent gained over five months. This includes sixty-three percent who gained ten months or more and forty-one percent who gained fifteen months or more.

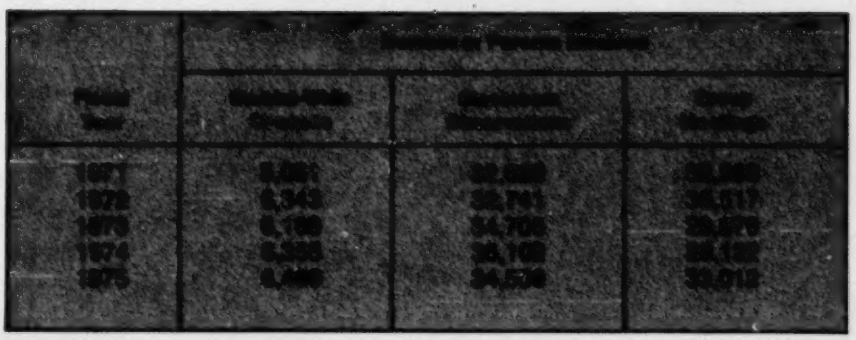
Summer terms are usually six weeks or less in length, compared with thirty-six weeks for most regular terms. Even in these few weeks, seventy-six percent of the 21,672 students receiving reading instruction were in the "some improvement" range or above.



Parent Involvement

Parent involvement is an important means of improving Title I effectiveness. In fiscal 1975, over 6,400 parents served as members of district-wide parent advisory councils.

Thousands of other parents were involved in classroom observations and group meetings, including those of building parent advisory councils.



Title I Successes

Several reasons for the success of Title I in fiscal 1975 are apparent:

- Concentrated efforts to serve selected educationally disadvantaged children.
- Trust in good teachers rather than materials and equipment.
- Emphasis on diagnostic-prescriptive instruction rather than group instruction.
- Meaningful involvement of parents in advisory and planning roles.

Title I Limitations

A generally accepted principle of Title I is that concentrated services must be provided to individual children if substantial progress is to be made. It follows that a substantial number of dollars must be used per child.

When limited funds are available to school districts having many eligible children, not all of them meeting the selection criteria can be served. In fact, for four years, *nearly twice as many qualifying children in Ohio were unserved as served!*

Fiscal Year	Buildings Receiving Services	Percent of Qualified Children	
		Served	Not Served
1971	2,721	82%	18%
1972	2,686	78	22
1973	2,678	71	29
1974	2,577	76	24
1975	2,612	78	22

Title I has been, and is now, funded at a much lower level than authorized by Congress. For this reason, the percent of qualifying building attendance areas that receive Title I services declined from fiscal 1971 to fiscal 1974. With the nearly five million dollar increase in funding in fiscal 1975, children in 35 additional buildings were served.

Title I Challenges

Information in this report provides concrete evidence that *Title I is working in Ohio*. Much more must be done, however, before the instructional needs of the state's many educationally disadvantaged children are met.

Several courses of action by school administrators are indicated to assure Title I's future:

- Use available funds prudently.
- Seek ways to motivate more youngsters to improve their academic skills.
- Challenge teachers to think positively as they work with youngsters who have fallen academically behind their classmates.
- Encourage parents and educators to work together to plan and carry out instructional activities which help children catch up or at least hold their own.
- Convince legislators and the public through the development of interesting publications and audiovisual presentations that Title I helps children.

Concerned citizens must also recognize the scope of the problem and convince their congressmen that:

- Title I has helped millions of children improve their ability to read and to be successful in school.
- Much remains to be done to help millions of other educationally disadvantaged children.
- Local school districts and states cannot solve the problem alone. *Federal aid is essential.*
- Grant awards to states must be on a predictable basis so that plans can be made in advance and extra instruction provided consistently.
- The level of federal funding must be increased if the magnitude of the problem is to be lessened.

Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are funded through special provisions in Title I of the Elementary and Secondary Education Act. In fiscal 1975, thirty-two Ohio school districts participated and 6,186 children were enrolled. Scheduling varied because of differences in crops and in harvest schedules. Twenty-six districts provided regular school year instruction and twenty held summer classes.

Ohio's migrant educators emphasize helping children develop English communication skills. Oral language, in particular, is stressed.

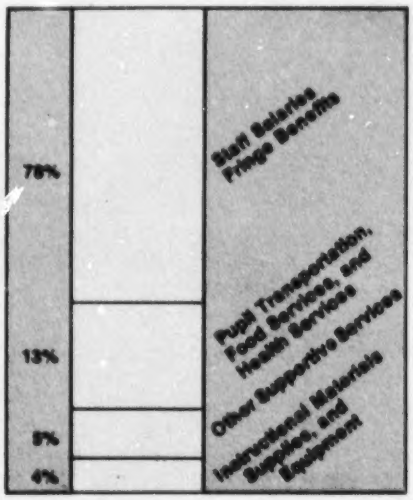
Summary of Grant Awards

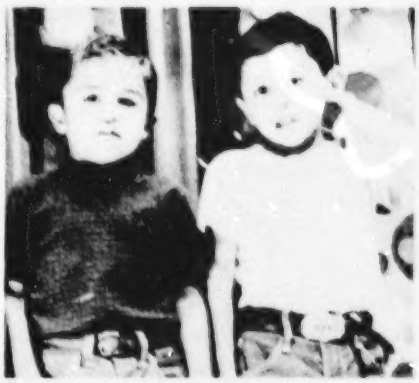
During the past five years, the funds available for educational services for migrant children in Ohio have averaged just over $1,300,000 annually.

Fiscal Year	Grant Award
1971	$1,060,771
1972	1,217,453
1973	1,394,026
1974	1,479,833
1975	1,485,283

Expenditures by Major Categories

Seventy-eight percent of the money used in fiscal 1975 went for staff salaries and fringe benefits. Because of the nature of migrant education, supportive expenses tend to run higher than in other Title I programs. The three most costly supportive services—pupil transportation, food, and health services provided during the summer months—accounted for thirteen percent of all expenditures.





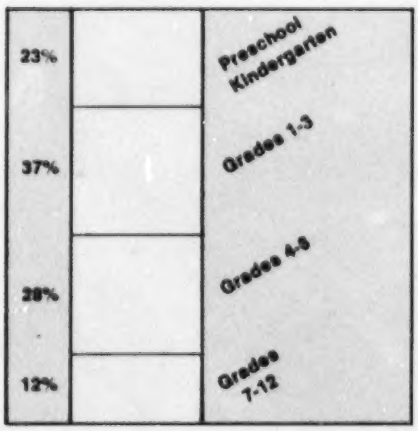
Programs and Participants

Thirty-two Ohio school districts were involved in migrant education in fiscal 1975. Enrollment was up thirty-six percent from that of fiscal 1974, a year in which weather conditions adversely affected crops.

Fiscal Year	Programs	Participants
1971	31	4,900
1972	33	6,328
1973	33	5,555
1974	32	4,548
1975	32	6,186

Participants by Grade Ranges

In fiscal 1975, sixty-five percent of the migrant youngsters receiving Title I instruction were enrolled in grades one through six. Another twenty-three percent were in preschool or kindergarten.



Highlights and Accomplishments

Highlights and accomplishments in fiscal 1975 included the following:

- The migrant education center at Leipsic was operational for the second year. Services provided by the staff included screening instructional materials, distributing films, assisting with student recruitment, providing oral language consultant services, and conducting classroom demonstrations.
- Numerous inservice workshops or meetings were held for various groups including administrators, teachers, aides, transfer record clerks, school and clinic nurses, and recruiters.
- Twenty-three interstate teachers, most of them from the Rio Grande Valley of Texas, were employed to provide greater continuity between Ohio and home base states.
- Ohio's terminal for the national migrant student record transfer system transmitted more data on migrant children in fiscal 1975 than any time since the system began in 1970. Educational and health data are now available on over 400,000 students in the United States.
- Three school districts—Fremont, Lakota, and Otsego—were pilot sites for field testing an ESEA Title III project. The overall purpose is early prevention of school failure. Children ages four to six were screened to identify and assess learning abilities, language skills, and perceptual development. Individualized instruction was then provided to prepare the child for the academic expectations of school.
- Three districts—Genoa Area, Marlington, and Old Fort—provided summer day care services to free older children to attend school.
- Two districts—Canton City and Vanguard Joint Vocational—offered summer evening classes for high-school-age youngsters.
- Marlington's preschool shifted from group instruction to an open-space learning center approach. Techniques used were modeled after those suggested at two state-sponsored inservice meetings.

Special Programs for Handicapped Children in State-Operated Schools

Title I of the Elementary and Secondary Education Act, as amended, provides supplementary funds to meet identified educational needs of handicapped children in state-operated schools. Two agencies in Ohio—the Department of Mental Health and Mental Retardation and the Department of Education—qualify.

In fiscal 1975, the Department of Mental Health and Mental Retardation provided Title I services to over 10,000 youngsters. Participants included mentally retarded children in residence at Apple Creek, Broadview, Columbus, Gallipolis, Mt. Vernon and Orient state institutions. Title I services through the years have also been provided to emotionally disturbed youngsters under treatment in Columbus, Dayton, Hawthornden, and Sagamore Hills psychiatric hospitals and at St. Vincent Children's Center. For the second year, services were also provided to trainable mentally retarded children in schools operated by authorized county boards of retardation under the auspices of the Ohio Department of Mental Health and Mental Retardation.

For the tenth consecutive year, the Ohio Department of Education provided Title I services to over 350 selected children in residence at the Ohio School for the Blind and the Ohio School for the Deaf.

Fiscal Year	Participants
1971	1,792
1972	1,999
1973	2,142
1974	7,435
1975	10,965

Instructional Activities

Instructional activities for these handicapped children were quite varied. Institutionalized mentally retarded youngsters were involved in language development experiences, sheltered workshop training, and physical development. Instruction for hospitalized emotionally disturbed children was primarily directed toward improvement of reading and math skills.

Services provided to trainable mentally retarded children in schools operated through county boards of retardation included preschool training, speech training, physical development activities, and home instruction.

Title I at the School for the Blind included mobility training, speech therapy, and improved psychological services. Students at the School for

the Deaf were provided speech therapy, work-study classes, and occupational counseling.

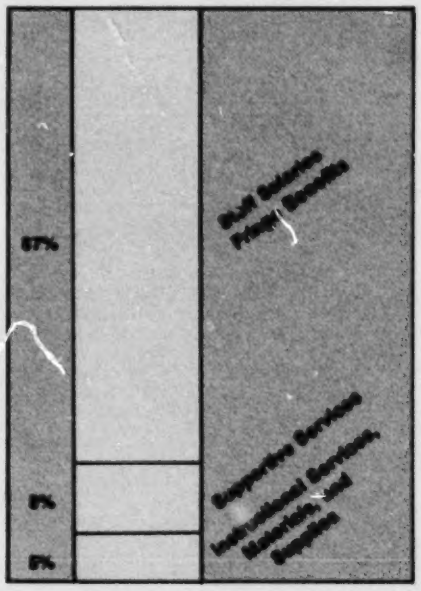
Summary of Grant Awards

A significant change in educational opportunities available for handicapped children took place late in fiscal 1973 when funds were allocated for trainable mentally retarded youngsters. Because of late funding, these children could not be served within the year and, from that time, funds have been carried forward for use in the following year.

Fiscal Year	Grant Awards
1971	$ 588,594
1972	638,494
1973	4,560,804
1974	5,154,655
1975	5,154,655

Expenditures by Major Categories

Of funds spent in fiscal 1975, eighty-seven percent was used for staff salaries and fringe benefits, including inservice education.



Efforts and Achievements

The following are typical of Title I efforts and achievements related to handicapped children in state-operated schools:

- Instruction, modified as required by learning ability and handicaps of individual children, was provided by 389 teachers. Supportive help was provided by 352 teacher aides and 174 other persons.
- Over 1,900 trainable mentally retarded children, age five or under, received instruction in taken-for-granted skills such as learning to sit without support, walking unassisted, toilet training, and making intelligible sounds.
- Parents of trainable mentally retarded youngsters were involved in many instances so that skills learned at school could be practiced and used at home.
- Twenty-two visually handicapped students completed mobility training and are now independent travelers.

Special Programs for Orphaned, Neglected, and Delinquent Children in State-Operated Schools

Through special provisions in Title I of the Elementary and Secondary Education Act, educational programs for orphaned, neglected, and delinquent children are conducted in state-operated schools. The Ohio Department of Rehabilitation and Corrections, the Ohio Youth Commission, and the Ohio Soldiers and Sailors Orphans Home receive funds.

During fiscal 1975, the Ohio Youth Commission used Title I funds to help 1,169 delinquent youngsters in nine schools. Emphasis was placed on remedial and developmental reading instruction. Other activities included supplemental math instruction, tutorial services, and educational counseling.

The Ohio Department of Rehabilitation and Corrections provided reading and math instruction to 329 eighteen- to twenty-year-old men serving terms at the Mansfield Reformatory and the Lebanon Correctional Institution.

The Ohio Soldiers and Sailors Orphans Home provided 127 orphaned and neglected residents extra reading and math instruction, tutorial assistance, and speech therapy. Supportive activities included development of motor coordination, perceptual training, and psychological services.

Fiscal Year	Participants
1971	2,641
1972	1,515
1973	1,045
1974	1,295
1975	1,625

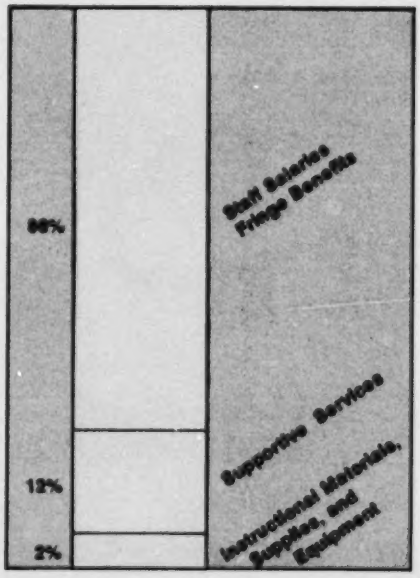
Summary of Grant Awards

Funds available for special educational programs for orphaned, neglected, and delinquent youngsters in state-operated schools have ranged from $896,879 in 1971 to $1,073,130 in 1973.

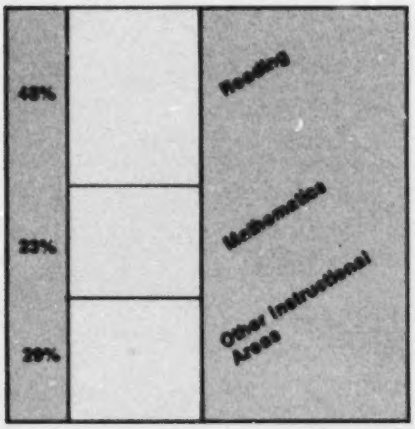
Fiscal Year	Grant Award
1971	$ 896,879
1972	981,325
1973	1,073,130
1974	967,395
1975	967,395

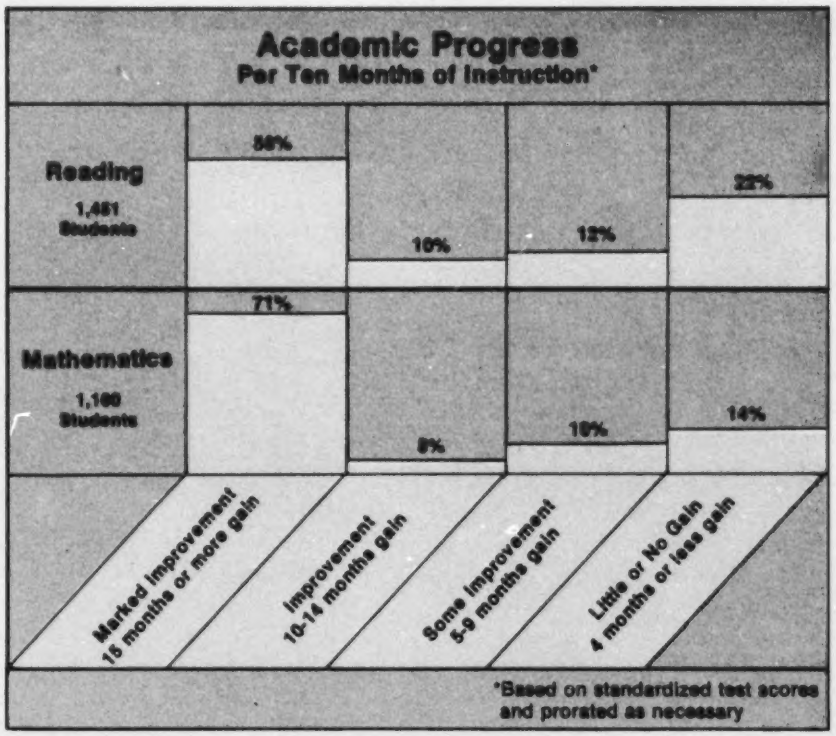
Expenditures by Major Categories

During fiscal 1975, eighty-six percent of all expenditures went for staff salaries, fringe benefits, and related services including inservice education. The remainder was for instructional tools and supportive services.



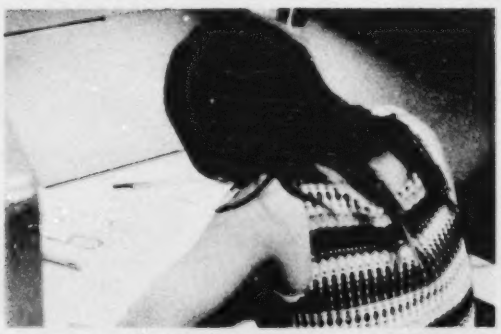
Expenditures can also be categorized by major instructional areas. In fiscal 1975, seventy-one percent was divided between reading and mathematics instruction. Other instructional areas included special education and vocational education.





Student Progress

To evaluate the effectiveness of reading and mathematics instruction, standardized tests are used to check students' skills when they begin instruction and again when instruction ends. Outstanding success was reported in reading with fifty-six percent of 1,451 students gaining fifteen months or more. More impressive yet, seventy-one percent of 1,160 students gained fifteen months or more in mathematics.



Grants for Library Resources and Instructional Materials

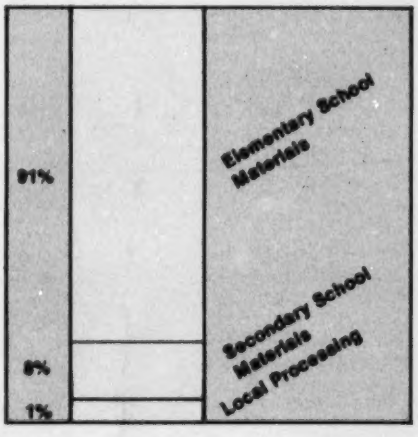
Title II of the Elementary and Secondary Education Act strengthens and improves educational opportunities by providing funds for school library resources and other instructional materials.

In each of the last five years, an average of $4,600,000 was made available to Ohio school districts.

Fiscal Year	Grant Award
1971	$3,995,291
1972	4,500,534
1973	5,018,691
1974	4,536,791
1975	4,876,045

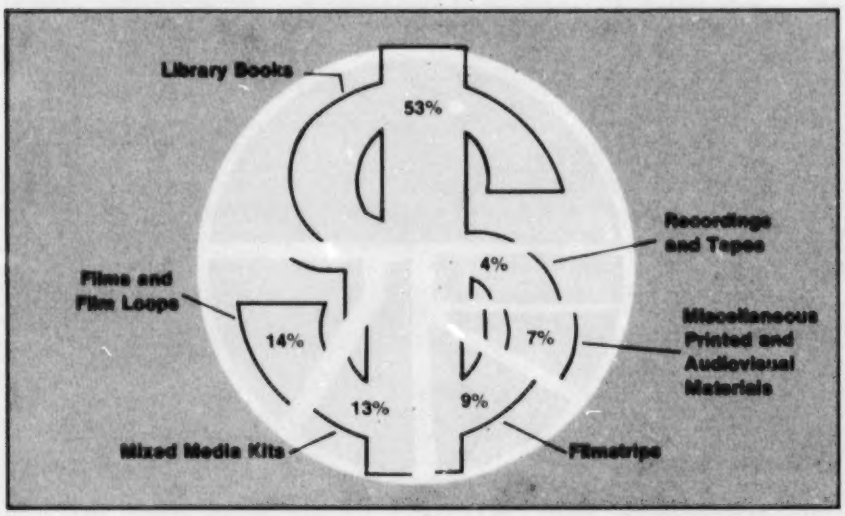
Expenditure Patterns

Ninety-one percent of the money available in fiscal 1975 was used to purchase library resources and other instructional materials for elementary school use. Eight percent was for secondary school use. The remaining one percent went for local processing expenditures.



Purchasing Patterns

More Title II dollars are spent for library books than for anything else. This and other fiscal 1975 purchasing patterns are shown below.



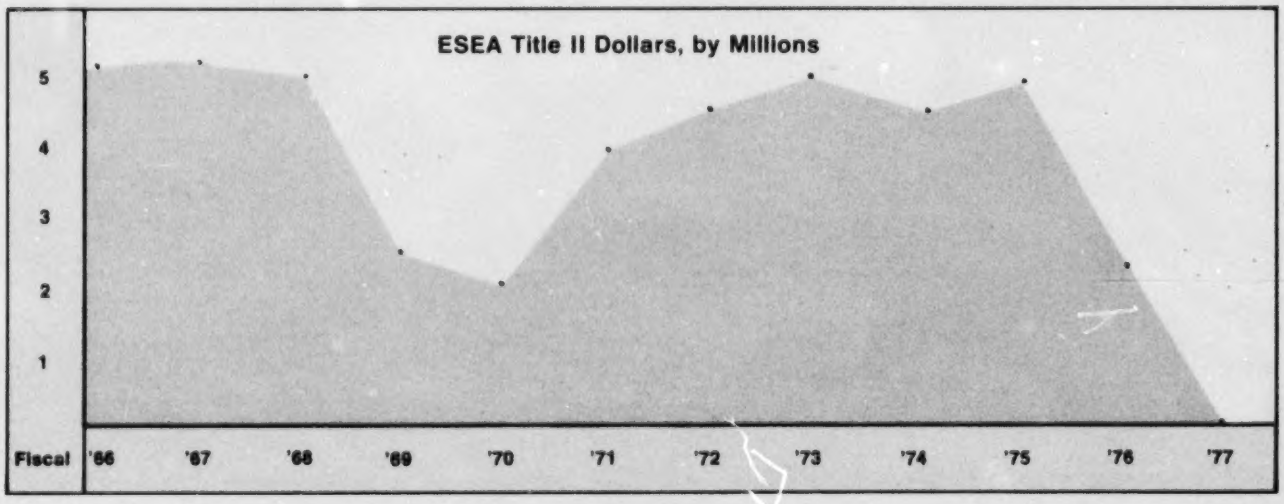
Program Impact

Title II is more than a source of funding for library books and audiovisual materials. A fringe benefit has been an increased awareness of the importance of library and media center services. One way in which this was accomplished in fiscal 1975 was through sponsorship of a media conference, attended by over 500 persons.

Through the years, special purpose grants have helped emphasize the place of instructional materials in improving educational opportunities in selected areas. In fiscal 1975, nine special purpose grant awards of $50,000 were made to each of Ohio's instructional media areas. The funds were to purchase 2,300 films and other audiovisual materials, now available through twenty-five distribution centers.

Phase Out

Fiscal 1975 was the last year for full funding of ESEA Title II as such. As a result of recent legislative changes, Title II is being consolidated as a part of Title IV-B. For fiscal 1976 only, approximately fifty percent of the appropriation will be under Title IV-B and fifty percent under Title II and NDEA Title III. A profile of all ESEA Title II funding through the years appears below.



Programs for Strengthening the Ohio Department of Education

Strengthening the leadership capabilities of state educational agencies is the purpose of Title V of the Elementary and Secondary Education Act.

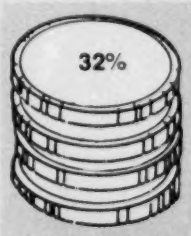
Summary of Grant Awards

Title V funds made available to the Ohio Department of Education now average $1,288,000 annually.

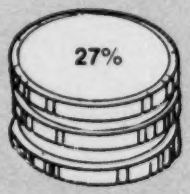
Fiscal Year	Grant Awards
1971	$1,098,447
1972	1,220,401
1973	1,583,248
1974	1,278,293
1975	1,259,881

Expenditure Patterns

Services provided and expenditure patterns for fiscal 1975 follow.



State-level leadership, including development of specialized curriculum materials, provision of legal services, and coordination of federal grant programs, and inservice education for the professional staff.



Consultative services to Ohio school districts in urban education, state-funded programs for disadvantaged pupils, special education, adult education, art, music, physical education, and pupil transportation.

Internal support for fiscal control, collection and processing of data, graphic arts production, and communications.

Evaluation of elementary and secondary schools, certification of school personnel, and review of teacher education provided by Ohio colleges and universities.

Fiscal 1975 Highlights

Title V funds help the Ohio Department of Education improve leadership and consultative services to the state's 617 school districts in numerous ways. Noteworthy fiscal 1975 activities, supported in whole or in part Title V, included:

- An *American Revolutionary Bicentennial Sourcebook* was developed for distribution to Ohio's more than 190,000 teachers, administrators, school board members, and PTA presidents.
- Metric education materials were prepared including a parent's guide to metric measurement, a series of newspaper articles, a set of filmstrips, and a permanent exhibit at the Center of Science and Industry in Columbus.
- A sound-slide presentation entitled *Death Zone* was developed by the pupil transportation section and the educational media center. Over 8,000 bus drivers saw this program dealing with dangers in the ten-foot zone surrounding their vehicles.
- Legal services were provided in conjunction with eight court suits.
- Technical assistance was provided to school districts eligible for disadvantaged pupil program funds.
- Twelve teacher-education institutions were evaluated.
- Two inservice meetings were held for all members of the department's professional staff. One featured an international education theme. The other centered on educational priorities for the future.

Adult Basic Education

ABE, as Adult Basic Education is known, is for persons sixteen years of age or older who have less than a high school education or its functional equivalent. Among the highlights for fiscal 1975 were:

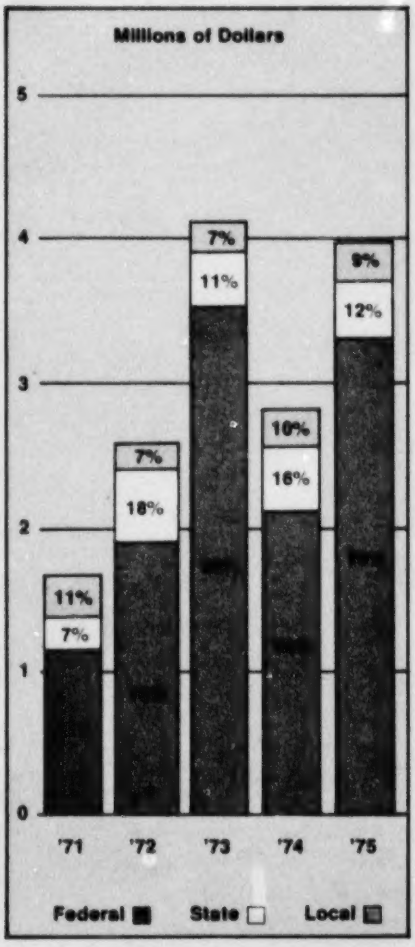
- Enrollment rose from 27,967 students in fiscal 1974 to 36,284 in fiscal 1975, an increase of thirty percent.
- Enrollment of students learning English as a second language went from 1,714 in 1974 to 2,951 in 1975, an increase of seventy-two percent.
- A total of 17,243 students studied in learning centers rather than formal classroom settings, an increase of forty-nine percent over the 11,541 enrolled in fiscal 1974.
- Outreach efforts included home instruction in a multi-county Appalachia area, instruction for inmates in correctional facilities, and classes for youths sixteen and older in drug rehabilitation centers.

Summary of Funds Available

ABE funds come from three sources: federal, state, and local. During the past five years, federal funding has fluctuated from a low of $1,450,368 in 1971 to a high of $3,428,614 in 1973. Even in a time when school funds and contributions by cooperating agencies are hard to come by, local contributions in actual dollars or donated services increased annually.

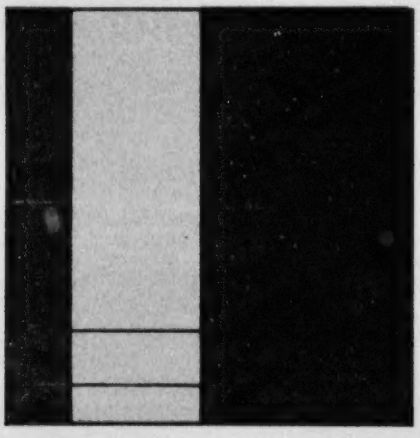
Funds Available for Adult Basic Education				
Fiscal Year	Federal Grant	State Grant	Local Funds	Total
1971	$1,450,368	$115,000	$194,683	$1,760,051
1972	1,989,865	465,000	204,824	2,659,689
1973	3,428,614	465,000	267,368	4,160,982
1974	2,105,258	465,000	292,854	2,863,112
1975	3,065,752	465,000	385,275	3,916,027

Federal guidelines require that at least ten percent of all funds for Adult Basic Education come from either state or local sources. In 1975, Ohio exceeded this requirement by eleven percent.



Expenditures by Major Categories

During fiscal 1975, eighty-eight percent of the money expended for ABE was used for salaries and related fringe benefits, including inservice education. Eight percent went for instructional materials and consumable supplies. The remainder was used for supportive services.



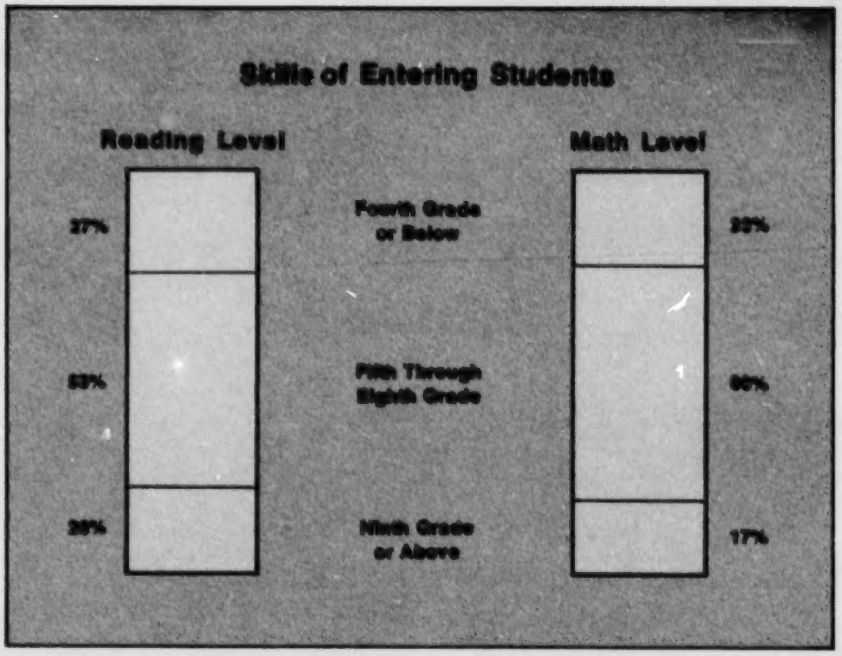
Programs and Participants

A total of 114 ABE programs were funded in fiscal 1975. Enrollment was at an all-time high, with a seventy-three percent increase since fiscal 1971.

Fiscal Year	Programs	Enrollees
1971	95	20,939
1972	101	23,418
1973	111	23,392
1974	113	27,967
1975	114	36,284

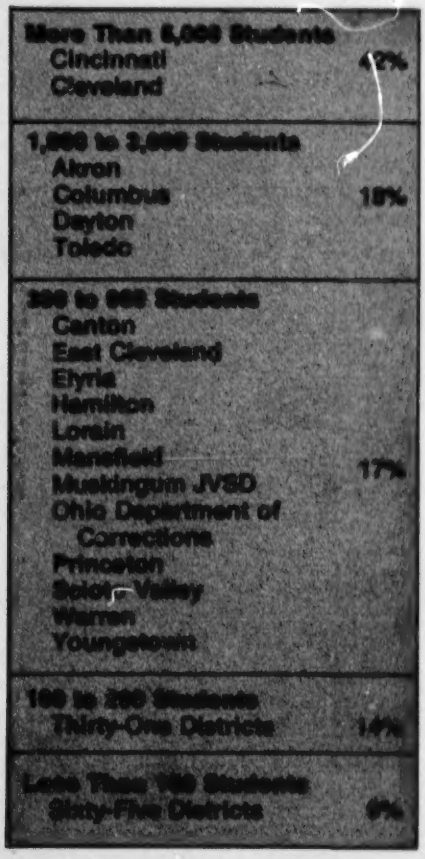
Recruitment efforts in Ohio are targeted toward adults having basic academic skills at the fourth grade level or below. About one-fourth of the students entering ABE in fiscal 1975 were in this achievement range in either reading or math or in both.

No significant shifts in enrollment patterns took place between fiscal 1974 and fiscal 1975, even though the number of enrollees increased by thirty percent. Over a five-year period, a very encouraging aspect of enrollment patterns is the increase of students in the 16-24 age range. Persons in this age range have the most employable years ahead of them and tend to be extremely difficult to recruit.



Fiscal Year	Sex		Age Ranges					
	Male	Female	16-24	25-34	35-44	45-54	55-64	65+
1971	43%	57%	28%	27%	24%	13%	6%	2%
1972	40	60	33	31	19	10	4	3
1973	39	61	40	27	16	9	5	3
1974	38	62	40	27	15	11	4	3
1975	40	60	42	27	18	9	4	2

As might be expected, ABE programs vary considerably in size. Cleveland had 9,032 students in fiscal 1975 and Cincinnati had 6,228. Four other cities—Akron, Columbus, Dayton, and Toledo—each served between 1,000 and 3,000 students. Percentages of students served in these and smaller programs are shown below.



No matter where a person lives in Ohio, ABE is nearby—probably less than thirty minutes away.

Interagency Cooperation

Through the years, cooperation with business, industry, and other governmental agencies has become increasingly important. Selected examples of joint efforts in fiscal 1975 include:

Akron with a drug abuse center, Goodwill Industries, and other community agencies

Cincinnati with the city workhouse, a drug rehabilitation center, and numerous community and governmental agencies

Cleveland with churches, hospitals, the public library, two TV stations, and numerous United Appeal and governmental agencies

Columbus with Goodwill Industries and Neighborhood Youth Corps

Dayton with Model Cities, the county welfare department, and Neighborhood Youth Corps

East Cleveland with a street academy and the public library

Eastland JVSD with Rickenbacker Air Force Base

Four County JVSD with LaChoy Food Products

Howland with Hillside Hospital

Ravenna with Happy Day Industries

Scioto Valley with the Goodyear Atomic Center

Warren with Packard Electric

Willoughby-Eastlake with Ohio Rubber Company

Participant Accomplishments

Many specific indications of student progress or personal accomplishment were reported for fiscal 1975:

6,881	completed through the eighth-grade level
3,488	enrolled in an advanced education or training program
1,408	obtained a job as a result of experience gained in ABE
1,396	passed the GED test or received a high school diploma
1,077	changed to or were upgraded to a better job as a result of ABE
742	enrolled in a high school diploma program
670	registered to vote for the first time
462	received U.S. citizenship
372	received a driver's license

Beyond the above accomplishments, 855 ABE students were able to discontinue their dependence on public welfare—a potential savings to the state of over $4,600,000 annually.

Adult Basic Education truly illustrates one of the many ways Ohio is using federal, state, and local resources to help its residents help themselves.

Public Laws 81-874 and 81-815

Public Laws 81-874 and 81-815 provide aid to districts on which activities of the U.S. Government place a financial burden. Amendments also provide financial assistance to school districts affected by major natural disasters. The U.S. Office of Education processes applications, determines priorities and payments, and sends funds directly to local school districts. The state educational agency acts as liaison.

Funds for Maintenance and Operation of Schools

Public Law 81-874 provides funds to school districts affected by (1) a loss of revenue from taxable real property acquired by the federal government; (2) provision of public education to children who live on federal property or whose parents are employed on federal property; or (3) a sudden, substantial increase in school attendance as a result of federal activities.

School districts eligible for assistance—in most instances those in which three percent or more of the students qualify—apply for funds and receive partial payment early in the school year. Final payments are made after end-of-year reports are submitted. Funds received may be used for any purpose authorized by Ohio law.

In fiscal 1975, fifty-five school districts in six counties—Clark, Cuyahoga, Franklin, Greene, Licking, and Montgomery—received eighty-three percent of Ohio's 81-874 dollars. The remainder was shared by seventy districts in twenty-nine counties.

Fiscal Year	Districts	Receipts
1971	157	$11,011,185
1972	153	12,248,582
1973	143	8,456,366
1974	135	9,652,603
1975	128	9,331,436

Funds for Construction of School Facilities

Public Law 81-815 authorizes financial aid for construction of urgently needed school facilities in districts having substantial increases in school membership as a result of new or increased federal activities.

Facilities to be constructed may include regular and special classrooms and other instructional areas. The funds may also be used to purchase initial equipment and machinery for approved facilities.

During the past five years, minimal funds have been made available. For three years, no Ohio districts have received funds.

Fiscal Year	Districts	Receipts
1971	4	$220,865
1972	1	3,968
1973	—	—
1974	—	—
1975	—	—

Funds for Schools Affected by Major Disasters

Amendments to Public Laws 81-874 and 81-815 provide for the repair or replacement of damaged facilities and for operation of public elementary and secondary schools in areas affected by major natural disasters.

In fiscal 1975, schools in six districts were affected by major storms or floods. Eighty-seven percent of Ohio's receipts went to Xenia, where six buildings were severely damaged or destroyed by a tornado which devastated the area on April 3, 1974.

Fiscal Year	Districts	Receipts
1971	17	$ 72,871
1972	5	18,590
1973	4	34,804
1974	4	885,378
1975	6	1,309,529

Grants to Improve Instruction in Designated Curriculum Areas

Title III of the National Defense Education Act makes funds available to eligible educational agencies on a 50-50 matching basis for materials and equipment to improve instruction in seven curriculum areas.

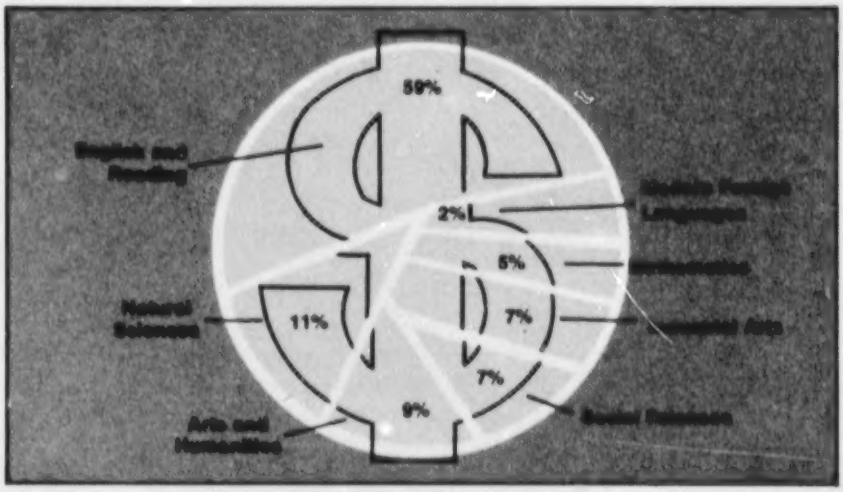
Fiscal Summary

Fiscal 1975 was the last year for NDEA Title III as it was originally conceived by Congress in 1958. Grant awards for the last five years and a profile of funding since fiscal 1966 appear below.

Fiscal Year	Grant Award
1971	$2,560,176
1972	2,556,443
1973	2,544,585
1974	1,379,208
1975	1,011,659

Purchasing Patterns

Fifty-nine percent of fiscal 1975 funds went toward improvement of English and reading instruction. This and other purchasing patterns are shown above.



Program Impact

The impact of NDEA Title III is not limited to an increase of equipment and materials. A major related value is a more acute awareness of the importance of appropriate planning before purchase.

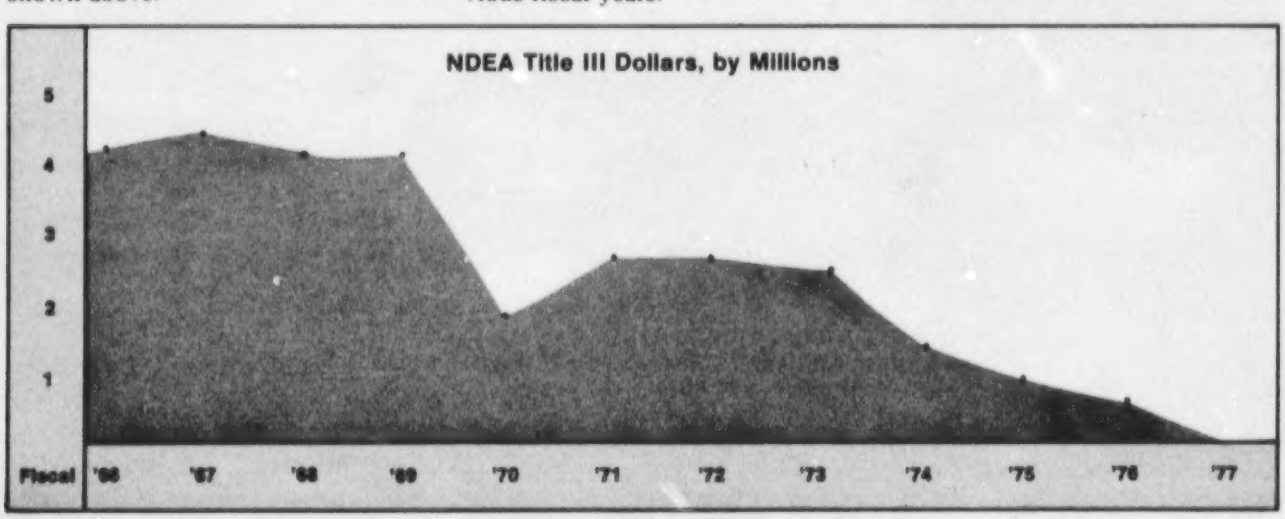
State-level concerns during fiscal 1975 included:

- Providing technical assistance to school administrators preparing project applications or submitting reimbursement claims.
- Reviewing and approving projects for the current fiscal year.
- Handling reimbursement claims related to grants awarded during previous fiscal years.
- Helping local school administrators establish sound inventory procedures.

Phase Out

Fiscal 1975 was the last full year of funding for NDEA Title II. As a result of recent legislative changes, this program, ESEA Title II, and the guidance, counseling and testing portion of ESEA Title III were consolidated into ESEA Title IV-B.

For fiscal 1976 only, approximately 50 percent of the appropriation will be under Title IV-B and 50 percent under NDEA Title III. Matching funds will not be necessary under consolidation.



Division of Federal Assistance: Fiscal 1975 Financial Summary

ESEA Title I	Basic and Part C grants to meet educational needs of disadvantaged youth	$51,372,321
	Special grant to meet educational needs of migrant children	1,485,283
	Special grant to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children in state-operated schools	5,154,655
	Special grant to meet educational needs of orphaned, neglected, and delinquent children in state-operated schools	967,395
		$58,979,654
ESEA Title II	Grant for library resources and other instructional materials	**$4,878,045**
ESEA Title V	Grant to strengthen the Ohio Department of Education	**$1,259,881**
Adult Basic Education	Federal grant for Adult Basic Education	$3,065,752
	State grant for Adult Basic Education	485,000
	Local support for Adult Basic Education	365,275
		$3,916,027
Public Laws 81-874 and 81-815	Maintenance and operation of schools in federally affected districts	$ 9,331,436
	Assistance to schools affected by major national disasters	1,309,522
		$10,640,958
NDEA Title III	Grants for materials and equipment to improve instruction in selected curriculum areas	$ 1,011,659
	Total	**$80,884,224**

PUBLICATION CREDITS

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Public school systems of Canton, Cincinnati, Columbus, Dayton, Euclid, Fremont, Jefferson Township (Montgomery County), Lakota, Mansfield, Ohio Valley, Old Fort, Scioto Valley, Toledo, Warren City; Hancock, Lorain, and Seneca county boards of retardation; Ohio Department of Education; Ohio School for the Deaf; Ohio Soldiers and Sailors Orphans Home; Ohio Youth Commission; Orient State Institute.

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